DOCUMENT RESUME

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ABSTRACT

The Career Exploratory Program management system is designed to assist the local school teacher/coordinator in the organization and management of the program. The system defines and describes the accountability line from teacher-coordinator, through the Career Planning and Placement Center teacher/coordinator and the local school principal to the Director of Career Development Programs. Included in this manual are: (1) a statement of the school district's educational philosophy, (2) a description of the Career Exploratory Program, and (3) a listing of the work experience education goals, the district goals and expectancies, the student terminal performance objectives, and the teacher/coordinator facilitating objectives. The teacher/coordinator objectives are designed to provide a framework and procedure that will assist students in accomplishing the performance objectives through a variety of exploratory experiences provided by career stations. The teacher/coordinator and student objectives are arranged into two 9-week frames to facilitate the collection of evaluation data at the same time as the quarterly student grades are issued. A number of program and evaluation forms are appended. (SB)

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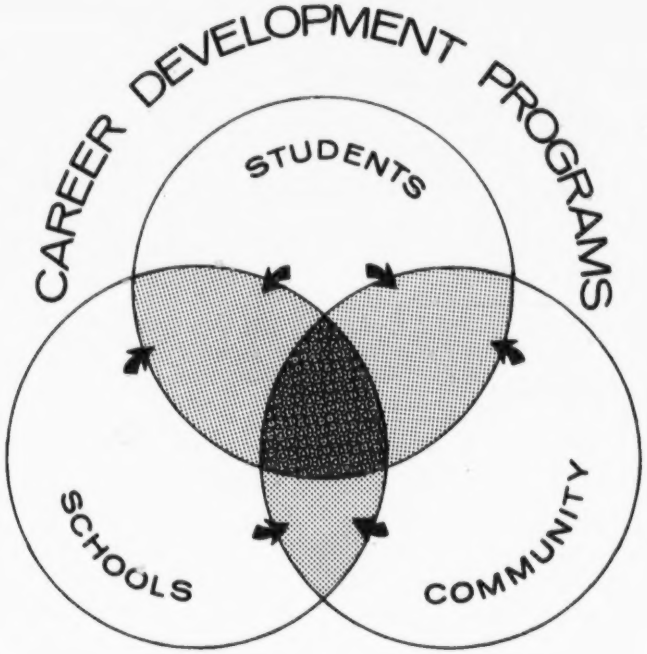
Career Exploratory Program



SAN MATEO UNION HIGH SCHOOL DISTRICT
SAN MATEO, CALIFORNIA

VT020179

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IDENTIFICATION PAGE

TITLE:	Career Exploratory Program
SUBJECT:	Program Design and Management System
PERFORMANCE LEVEL:	Students — Those in off-campus programs Adults — Coordinators of program School Administrators
PURPOSE:	The program design provide a management system for the development, improvement, planning and evaluation of a program for a Career Exploration
PRODUCER:	Mr. William Sovel Dr. Curtis Larson
ADDRESS:	San Mateo Union High School District Career Development Programs Office 400 Murchison Drive Millbrae, CA 94030
CONSULTANT:	Dr. Troy E. Nuckols
DATE OF LOCAL FIELD TESTING:	Start: September, 1972 To be completed: June, 1973
DATE SUBMITTED:	May 3, 1973

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P R O G R A M S

WORK EXPERIENCE EDUCATION

CAREER EXPLORATORY PROGRAM

MANAGEMENT SYSTEM

San Mateo Union High School District

San Mateo, California

1972

CAREER EXPLORATORY PROGRAM

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CAREER EXPLORATORY PROGRAM

INTRODUCTION

The Work Experience Education Program is part of an overall San Mateo Union High School District program in career development.

This Career Exploratory Program management system is designed to assist the local school teacher/coordinator in the organization and management of the program. It defines and describes the accountability line from the teacher/coordinator through the Career Planning and Placement Center teacher/coordinator and the local school principal to the Director of Career Development Programs.

The performance accounting format provides measurable objectives which detail the responsibilities of the teacher/coordinator and his students. The program design provides a management system which will generate data for the improvement, planning, and evaluation of the program.

The objectives included in this document are predicated on the existence of a Career Planning and Placement Center at the school. The teacher/coordinator at a school without a career center may need to modify certain objectives to compensate for reduced staff support and to arrange for students to use the career information materials at the counseling office and/or the school library when they are completing related learning activities.

The teacher/coordinator facilitating objectives and the student performance objectives are arranged into two nine-week time frames to facilitate the collection of evaluation data at the same time as the quarterly student grades are issued.

William Sovel, Coordinator
Career Planning and Placement Programs

Curtis Larson, Monitor/Evaluator
Career Development Programs

CAREER EXPLORATORY PROGRAM

STATEMENT OF ASSURANCES

1. Each type of work experience education program offered by the district shall operate in accordance with the rules and regulations in Chapter 6, Article 5.5 of the California State Education Code.

2. Each type of work experience education program offered by the district shall operate in accordance with the rules and regulations in Division 2, Article 5 of the California State Administrative Code, Title V.

3. The district shall notify the State Department of Education, Vocational Education Section, of the termination of any type of work experience education program prior to the five-year duration of this plan.

4. For each type of work experience education the district shall abide by the rules and regulations governing the employment of minors.

5. The district shall seek the advice and counsel of the community in the development and operation of the program.

6. The number of semester hours credit granted during a school year shall not exceed the number of average hours of student participation at a work station per week.

A. Hugh Livingston
Superintendent

CAREER EXPLORATORY PROGRAM

PHILOSOPHY

The growth of technology and the ever-increasing complexity of our society have progressively removed young people from contact with the world of work, until most of them know little of occupational characteristics and requirements. This has signaled the need for some form of occupational orientation and exploration in the educational system.

Recognizing these needs, the San Mateo Union High School District has determined that learning experiences be directed toward helping individuals develop a positive self-image and personal value system; to use the processes of decision-making; to understand change and how it may be influenced; to recognize the interdependence of peoples; to value his cultural heritage; and to develop a commitment to a democratic society.

PROGRAM DESCRIPTION

Work Experience Education is a method of instruction consisting of programs that use the cooperative efforts of the school and community to assist the students to develop occupational understanding from direct participation in the work environment.

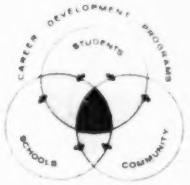
The Career Exploratory Program provides a series of opportunities for students to systematically sample and observe a variety of conditions of work that will contribute to their career development. The students will participate in a series of Career Planning and Placement Center-directed activities which will assist them to relate their personal assets and their experiences at career exploratory stations to future educational and career decisions. The major focus of this program is career exploration and guidance.

PROGRAM GOALS AND EXPECTANCIES

Work Experience Education Goals. The following Work Experience Education Goals have been formulated for the Career Exploratory Program. A student enrolled in Work Experience Education will:

1. Examine the school curriculum and will be able to determine which courses or programs will aid him in gaining the knowledge and the occupational skills necessary to enter into the career of his choice.

2. Appreciate the importance of work in order to fulfill his basic needs and his quest for self-esteem.



CAREER EXPLORATORY PROGRAM

3. Obtain knowledge about the nature and characteristics of those career opportunities which are related to his present and anticipated future goals, values, abilities, and interests.

4. Develop an understanding of the individual's role in establishing positive and harmonious relationships between worker and work environment.

5. Identify job-entry level proficiency requirements in an occupational area.

District Goals and Expectancies. The Career Exploratory Program assists students to achieve the following district educational goals and expectancies:

3.0 *To understand and accept themselves and others.* The student should:

- Understand the causes of his behavior
- Recognize and assess the many roles people play in groups
- Work with diverse groups and individuals to attain mutual goals
- Examine his personal long-range goals in relation to his evolving self-concept
- Evaluate and adjust his vocational and educational objectives in terms of knowledge about himself and the world of work
- Assess and appraise his aptitudes, interests, and achievements in relation to vocational and individual objectives

4.0 *To be aware of and sensitive to value systems.* The student should:

- Be aware of his own value system and the influences which mold such systems
- Realize that individuals with different value systems may solve common problems by working together

6.0 *To apply the processes of problem solving.* The student should:

- Recognize and define the problem
- Recognize and define techniques necessary for problem solving and decision making
- Identify, gather, and use all available sources of information
- Analyze the data
- Organize and report data using written, verbal, modeling, drawing, or other appropriate means

CAREER EXPLORATORY PROGRAM

7.0 *To have a comprehensive and accurate knowledge of the world of work.* The student should:

- Know about a wide variety of occupational fields and the required education and training necessary for entry-level employment and advancement in these fields
- Make occupational choices in line with his interests and abilities, and in terms of the opportunities open to him
- Recognize that occupational changes occur in a modern technological society
- Recognize the dignity of all useful work
- Use occupational information that is available to him

STUDENT TERMINAL PERFORMANCE OBJECTIVES

The terminal behaviors associated with the Career Exploratory Program are those skills or behaviors that students will exhibit or possess as a result of completing the program.

1. 95% of the students will have spent approximately 130 hours in observation and/or participation at 6 or more career stations.

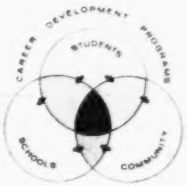
2. 95% of the students will have participated in approximately 50 hours of related guidance, or related learning activities.

3. 90% of the students who have completed the program will express a "tentative" decision about pursuing a career.

4. 100% of the students who have decided to pursue a career in the field which they explored will prepare a career education plan covering their high school education, post high school education, or entry-level employment.

5. 100% of the students will demonstrate, upon request, the knowledge and skills needed to use the information sources available in the Career Planning and Placement Center to find the following for any of the common careers identified in the Dictionary of Occupational Titles.

   - *the job description*
   - *the duties of the job*
   - *working conditions*
   - *salary*
   - *occupational outlook for the future*
   - *training required for the job*
   - *how to enter into the labor market*
   - *where to obtain additional information*



CAREER EXPLORATORY PROGRAM
TEACHER/COORDINATOR OBJECTIVES

TIME FRAME

1	2

The teacher/coordinator facilitating objectives are designed to provide a framework and a procedure that will assist students in accomplishing the student's performance objectives of the program. A variety of exploratory experiences will be provided through a series of career stations. Emphasis will also be given to assisting students to develop increased awareness of personal assets and how they relate to possible career alternatives.

In order to assist the students in attaining the performance objectives of the program, and to provide for necessary management, the teacher/coordinator will:

1. Assist students to prepare and complete forms necessary for enrolling in the program.

   Evaluation--complete by end of 1st week

2. Establish and maintain sufficient career stations so that all students enrolled in the Career Exploratory Program may be scheduled.

   Evaluation--complete by end of 2nd week

3. Insure that training agreements are properly explained and signed by appropriate individuals for each career station.

   Evaluation--continuing and prior to placing students at career stations

4. Provide orientation meetings for students enrolled in the Career Exploratory Program.

   Evaluation--complete by end of 2nd week

5. Provide students with assistance in career planning and in completing related learning activities.

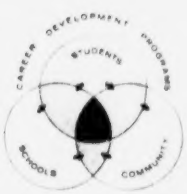
   Evaluation--minimum of one hour per week

6. Develop individual contracts with students to define their related learning activities.

   Evaluation--complete by end of 2nd week

7. Assist students to identify the educational goals and objectives of the courses in which they are currently enrolled.

   Evaluation--continuing



CAREER EXPLORATORY PROGRAM
TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME 1	TIME FRAME 2
8. Provide opportunities where students can observe the activities of individuals in a variety of careers, and assist them to relate the educational goals and objectives of elective and required courses in the school curriculum to these Careers. *Evaluation--continuing*	—	—
9. Assist students to identify required and elective courses in the school curriculum which are relevant to career requirements and to careers which they choose to explore. *Evaluation--continuing*	—	—
10. Provide activity charts that describe tasks the students will carry out at career stations. *Evaluation--complete by beginning of 1st week*	½	
11. Enroll the number of students per teacher/coordinator hour that is identified in the District Plan for Administration and Operation of Work Experience Education Programs. *Evaluation--complete by end of 3rd week*	—	
12. Notify career sponsors of students who will be placed at selected career stations during each grading period. *Evaluation--complete by end of 2nd week* *--complete by end of 10th week*	—	—
13. Place students at initial career stations. *Evaluation--complete by beginning of 3rd week*	½	
14. Provide school counselors with the names of students who are accepted into the Career Exploratory Program. *Evaluation--complete by end of 2nd week*	—	
15. Accompany students on their first day at a new career station. *Evaluation--continuing*	⅛	
16. Visit and confer with each career station supervisor. *Evaluation--minimum of once every 2 weeks*	%	%

CAREER EXPLORATORY PROGRAM
TEACHER/COORDINATOR OBJECTIVES

TIME FRAME

	1	2
17. Observe students at each of their career station assignments. *Evaluation--minimum of one visitation for each career station*		
18. Visit each career station supervisor and jointly evaluate the progress and interest of the students under his supervision. *Evaluation--minimum of once for each student placement*		
19. Rotate Career Exploratory Program students who have completed career station assignments. *Evaluation--continuing*		
20. Assist students to select career stations they prefer for the remainder of the semester. *Evaluation--complete by end of 6th week*		
21. Assist students to have an evaluation conference with their career station supervisor. *Evaluation--continuing and prior to rotation to another station*		
22. Meet and confer with career station supervisors to evaluate student performance. *Evaluation--continuing and prior to rotating to another station*		
23. Assist students to complete and submit required forms and assignments. *Evaluation--complete by end of 9th week --complete by end of 18th week*		
24. Meet and confer with students to evaluate their performance. *Evaluation--complete by end of 9th week --complete by end of 18th week*		
25. Submit grading reports to designated individual in the school. *Evaluation--complete by end of 9th week --complete by end of 18th week*		

CAREER EXPLORATORY PROGRAM
TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME 1	2
26. Provide for program promotion in the community and in the local school. *Evaluation--continuing*		
27. Participate as a member of the Work Experience Advisory Committee. *Evaluation--continuing*		
28. Arrange career station visits for counselors, administrators, teachers, and parents. *Evaluation--continuing*		
29. Collect related learning activity assignments as identified in the student contracts. *Evaluation--complete by end of 8th week* *--complete by end of 17th week*		
30. Participate in inservice education activities to maintain proficiency in occupational and educational practices. *Evaluation--minimum of two activities*		
31. Assist in planning and providing inservice education activities for school personnel. *Evaluation--continuing*		
32. Assist in recruiting students for enrollment in the Career Exploratory Program. *Evaluation--continuing*		
33. Write letters of appreciation to career station sponsors and supervisors. *Evaluation--complete by end of 18th week*		
34. Conduct a survey of students and career station sponsors and supervisors to evaluate the Program. *Evaluation--complete by end of 18th week*		

CAREER EXPLORATORY PROGRAM
TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME 1	TIME FRAME 2
35. Submit evaluation reports to the Career Planning and Placement Center not later than the end of time frame.		
Evaluation--complete by end of 9th week	___	
--complete by end of 18th week		___
36. Participate in revising and rewriting objectives for the Career Exploratory Program if the need is indicated.		
Evaluation--complete by end of 18th week		___

CAREER EXPLORATORY PROGRAM

STUDENT OBJECTIVES

TIME FRAME

1	2

Each of the following student performance objectives is designed to provide learning experiences which will assist students to acquire the skills and knowledge necessary to fulfill the terminal performance objectives of the Career Exploratory Program. These objectives relate to the goals and related educational expectancies of the San Mateo Union High School District. The student performance objectives are indicated in three sections:

- The first section identifies the operational objectives that students must complete in order to enter the program, and to obtain initial placement at a career station.
- The second section identifies the required objectives that students must complete at the various career stations.
- Section Three identifies the required and optional objectives that students must complete through related learning activities.

Operational Objectives

Each student enrolled in the Career Exploratory Program must:

1. Prepare and submit forms necessary for enrolling in the program.

   Evaluation--complete by end of 1st week following enrollment

2. Attend and participate in orientation meetings.

   Evaluation--complete by end of 2nd week

3. Attend and participate in meetings that are scheduled by the teacher/coordinator for the purpose of career planning and related activities.

   Evaluation--complete by end of 2nd week

4. Develop an individual contract with the teacher/coordinator to define related learning activities to be accomplished during the semester.

   Evaluation--complete by end of 2nd week

CAREER EXPLORATORY PROGRAM

STUDENT OBJECTIVES

	TIME FRAME 1	TIME FRAME 2
5. Complete required performance objectives that fall within the operational, career station, and related learning activities sections.		
Evaluation--complete appropriate assignments by end of 8th week, and have an interview with the teacher/coordinator to discuss progress	%	
--complete all assignments and contract items by end of 17th week, and have an interview with the teacher/coordinator to discuss progress		%
6. Maintain an acceptable attendance record when meeting with the teacher/coordinator.		
Evaluation--no more than two tardies to scheduled meetings or individual conferences	%	%
--no unexcused absences to scheduled meetings or individual conferences	%	%
Career Station Objectives		
Each student assigned to career stations must:		
7. Complete the number of hours required at each career station to which he is assigned.		
Evaluation--submit student time card and career station activities chart	%	%
8. Have an evaluation conference with the career station supervisor upon completion of the assigned number of hours at the station.		
Evaluation--be rated by the career station supervisor on an evaluation form to be furnished, and score the minimum number of points indicated in the categories below:		
- performance 25		
- attitude 20		
- appearance 15	%	%

CAREER EXPLORATORY PROGRAM

STUDENT OBJECTIVES

TIME FRAME

1	2

9. Select a minimum of two career stations, in which he is placed, to investigate in depth in terms of his abilities, skills, and interest in pursuing the occupations represented by the stations.

   Evaluation--submit a written report that is acceptable in form and content, to the teacher/coordinator
   --complete first report by end of 8th week ____%
   --complete second report by end of 17th week ____%

10. Participate in a minimum of six career stations and rank them in order of personal preference.

    Evaluation--discuss the order in which they are ranked with the teacher/coordinator
    --complete by end of 17th week

11. Interview a minimum of two career station supervisors in terms of the career opportunities available in the occupations being investigated.

    Evaluation--submit a written report that is acceptable in form and content to the teacher/coordinator
    --complete by end of 17th week

Related Learning Activity Objectives

Each student enrolled in the Career Exploratory Program must:

12. Discuss his school program and future educational and career plans with the teacher/coordinator.

    Evaluation--complete after participating in a minimum of three career stations; but not later than the end of 17th week ____%

13. Observe a minimum of six separate occupations in order to obtain information that will provide personal assistance in selection of a future career.

    Evaluation--discuss the three that have the greatest appeal and the three that have the least personal appeal with the teacher/coordinator
    --complete by end of 17th week ____%

CAREER EXPLORATORY PROGRAM

STUDENT OBJECTIVES

TIME FRAME

1	2

14. Research an agreed upon occupation within a career cluster.

Evaluation--submit a written report, that is acceptable in form and content, to the teacher/coordinator
--complete by end of 17th week

15. Prepare and submit a career plan that covers the high school years, and projects into the future for a minimum of two post high school years.

Evaluation--submit a written plan, that is acceptable in form and content, to the teacher/coordinator
--complete by end of 17th week

Optional Related Learning Activities

In order to fulfill commitments made in individual performance contracts, each student may select optional objectives from Objectives 16-21 or arrange with the teacher/coordinator for alternative activities. Each student may:

16. Select two unrelated occupations and determine which has the greatest opportunity for present and future employment for the next five and ten year period.

Evaluation--submit a written report, that is acceptable in form and content, to the teacher/coordinator
--complete by end of 17th week

17. Describe behaviors and attitudes which are essential to successful performance in at least one career station.

Evaluation--submit a written report, that is acceptable in form and content, to the teacher/coordinator
--complete by end of 17th week

18. Gather pertinent information, and determine personal preference for working with people, ideas, or things.

Evaluation--discuss his preference with the teacher/coordinator
--complete by end of 17th week

CAREER EXPLORATORY PROGRAM

STUDENT OBJECTIVES

TIME FRAME

1	2

19. Investigate and evaluate other Work Experience Education Programs in relationship to his educational and occupational needs.

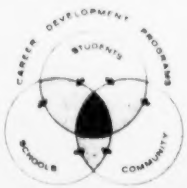
    Evaluation--discuss his investigation with the teacher/coordinator
    --complete by end of 17th week

20. Survey training and educational opportunities beyond high school for an agreed-upon occupation within a career cluster.

    Evaluation--submit a written report that is acceptable in form and content, to the teacher/coordinator
    --complete by end of 17th week

21. Analyze career opportunities and their requirements in comparison to personal potential and expectations.

    Evaluation--discuss findings with the teacher/coordinator
    --complete by end of 17th week



CAREER EXPLORATORY PROGRAM

EVALUATION

The Career Exploratory Program evaluation and reporting system will follow the Career Development Programs guidelines for nine-week reporting cycles as described below to provide feedback for program monitoring and for the improvement of the program operation.

1. Immediately at the close of each nine-week time frame the Career Exploratory Program teacher/coordinator will do the following:

   - Examine his objectives to determine the degree of accomplishment of each objective.

   - Examine his students' records and performance objectives to determine the degree of accomplishment of each objective.

   - Prepare Form 1, Teacher/Coordinator Objectives, and Form 2, Student Objectives.

     The report is produced by photocopying Forms 1 and 2, and marking in the blank at the end of each objective either a percentage of accomplishment where the blank shows a % symbol or a yes or no statement.

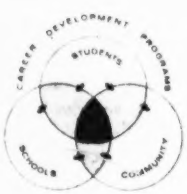
   - Prepare Form 3--Narrative Report; refer to Appendix 2.2.

     The narrative report must include the reasons for partial or nonaccomplishment of teacher/coordinator's and student's objectives. The teacher/coordinator's account should include suggestions for program revision and the modification or elimination of performance objectives. Constraints such as time, budget, supplies, equipment, etc. should be included in this section.

2. Three days following the close of the time frame the Career Exploratory Program teacher/coordinator's reports should be submitted to the Career Planning and Placement Center Program teacher/coordinator for review and transmittal to the Career Development Programs office.

3. Five days following the close of each time frame the Career Planning and Placement Center Program teacher/coordinator will submit through the local school principal the program evaluation reports to the district director of Career Development Programs.

4. The Career Development Programs office will review the reports in order to determine where additional assistance and support is needed. The Career Development Programs office will act as an informational and retrieval center for all Work Experience Education Programs.



CAREER EXPLORATORY PROGRAM

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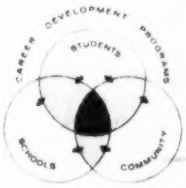


CAREER EXPLORATORY PROGRAM

APPENDIX 1.0

CAREER EXPLORATORY PROGRAM FORMS

San Mateo Union High School District

CAREER EXPLORATORY PROGRAM

Teacher/Coordinator Check List

STUDENT NAME_____ GRADE_____ DATE_____

SCHOOL ENROLLED: ARA___ BUR___ CAP___ CREST___ HILLS___ MILLS___ PEN___ SM___ OTHER___

TEACHER/COORDINATOR_____ COUNSELOR_____

CLASSROOM SCHEDULE:

1._____ 4._____

2._____ 5._____

3._____ 6._____

CAREER STATION	SUPERVISOR	ACTIVITIES CHART RETURNED
1._____	_____	_____
2._____	_____	_____
3._____	_____	_____
4._____	_____	_____
5._____	_____	_____
6._____	_____	_____
7._____	_____	_____
8._____	_____	_____
9._____	_____	_____
10._____	_____	_____

_____File Folder
_____Fact Sheet
_____Program Application
_____Health Form
_____CEP Agreement
_____Teacher Recommendations
_____Notice to Counselor
_____Student Contract
_____Student Contract Completed
_____Evaluation Forms (9 weeks)
_____Evaluation Forms (18 weeks)
_____Student Survey Returned

Attendance Sheet Returned

1. / / to / /
2. / / to / /
3. / / to / /
4. / / to / /
5. / / to / /
6. / / to / /
7. / / to / /
8. / / to / /
9. / / to / /

GRADES AND UNITS EARNED

9 weeks_____ 18 weeks_____ Semester_____ Units Earned_____

Appendix 1.1

San Mateo Union High School District

CAREER EXPLORATORY PROGRAM

Student Enrollment Application

INSTRUCTION: Complete all sections below. Return this application to the Career Planning and Placement Center immediately. The signature of a Parent or Guardian should appear indicating permission to participate. You will be notified if you have been accepted into the program.

SCHOOL ENROLLED: ARAG___ BURL___ CAP___ CREST___ HILLS___ MILLS___ PENIN___ SM___

PERSONAL DATA:

Name_____ Phone_____ Date__/__/____

Address_____ City_____ ZIP Code_____

Birthdate__/__/____ Age_____ Sex: M___ F___ Grade: 9___ 10___ 11___ 12___

Do you have transportation? Yes__ No__ Driver's License? Yes__ No__ #_____

Physical Limitations: Yes__ No__ If yes, specify_____

LIST IN PREFERENTIAL ORDER THE THREE CAREERS YOU WISH TO EXPLORE

*1.*_____ *2.*_____ *3.*_____

Do you at present have a vocational goal? Yes__ No__ If yes, specify_____

_____

RECOMMENDATIONS:

List two teachers from whom you will request recommendations:

1._____ 2._____

I have received my counselor's approval to enroll into this program.

_____ _____

Counselor's Signature Student's Signature

PARENTAL APPROVAL FOR STUDENT ENROLLMENT

I give my approval for my son/daughter to apply for enrollment into the Career Exploratory Program.

_____

Parent/Guardian Signature

Appendix 1.2

San Mateo Union High School District

CAREER EXPLORATORY PROGRAM

Teacher Recommendation

_____
Date

TO: _____ My Counselor is: _____
Teacher Name

FROM: _____ School Enrolled: _____
Student Name

I have applied for enrollment in a Career Exploratory Program and I need recommendations from two teachers. I would appreciate it very much if you would complete this form at your earliest convenience and return it to the Career Planning and Placement Center.

	Outstanding	Good	Average	Poor
1. COOPERATION (working with others)				
2. CONSIDERATION OF OTHERS (attitude)				
3. PROMPTNESS (assignments)				
4. SERIOUSNESS OF PURPOSE (attitude toward learning)				
5. MATURITY				
6. RESPONSIBILITY				

ADDITIONAL COMMENTS: _____

_____

_____

_____

_____
Signature of Teacher

The above information will be kept in strict confidence

Appendix 1.3

San Mateo Union High School District

CAREER EXPLORATORY PROGRAM

Student Contract

TASK NO.	STUDENT PERFORMANCE OBJECTIVE	TIME FRAME	GRADE
1.	Complete assignments from Career Station Activities Charts that were given to you by teacher-coordinator and career station supervisor.		
2.	Complete all activities as stated in the Career Exploratory Program listed under the section STUDENT OBJECTIVES.		
3.	Complete the following "optional" related learning activities as agreed by you and your teacher-coordinator:		

ACCEPTANCE OF AGREEMENT

I,_____, agree to fulfill the requirements for credit by satisfactory completion of the activities that are listed above.

SCHOOL ENROLLED: ARA___ BUR___ CAP___ CREST___ HILLS___ MILLS___ PEN___ SM___ OTHER___

_____ _____ _____

Student Signature Teacher/Coordinator Signature Date

Appendix 1.4

San Mateo Union High School District

CAREER EXPLORATORY PROGRAM

Career Station Activities Chart

NAME OF STUDENT _____

NAME OF SCHOOL _____

NAME OF SPONSOR _____

NAME OF CAREER STATION _____

Time to be spent at career station _____

RELATED OCCUPATIONS:

_____ _____

_____ _____

_____ _____

Students will check in the columns below whether they observed (OBV) and/or participated (PART) in each activity at this station. Write in the date of completion for each in the DATE column. Have career station supervisor sign when completed.

_____
Career Supervisor

ACTIVITIES AT CAREER STATION	OBV.	PART.	DATE

Appendix 1.5

CAREER STATION: _____

ACTIVITIES AT CAREER STATION	OBV.	PART.	DATE

Appendix 1.5

San Mateo Union High School District
CAREER EXPLORATORY PROGRAM
Career Station Referral

Student's name_____ Date_____

Name of career sponsor_____

Name of career station_____

Name of career station supervisor_____

Date to report_____ Time to report_____

_____ _____
SCHOOL TEACHER/COORDINATOR

Appendix 1.6

San Mateo Union High School District

CAREER EXPLORATORY PROGRAM

Student Information for Career Sponsor

Name_____ School_____ Grade_____

Address_____ Home Telephone_____

Transportation_____
(Specify walking or by car)

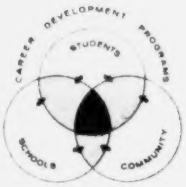
Emergency Telephone_____ Emergency Name_____

In case of emergency, one of the following school personnel should be notified:

Teacher/Coordinator_____ School Telephone_____ Home Telephone_____

Principal_____ School Telephone_____ Home Telephone_____

School Nurse_____ School Telephone_____ Home Telephone_____



CAREER EXPLORATORY PROGRAM

APPENDIX 2.0

CAREER EXPLORATORY PROGRAM EVALUATION FORMS

San Mateo Union High School District

CAREER EXPLORATORY PROGRAM

Career Station Supervisor's Evaluation

STUDENT'S NAME_____ SCHOOL_____

Please check the areas which best approximate student's progress. Your responses will assist with counseling, grading, and improving performance as well as improving the entire Career Exploratory Program.

PERFORMANCE	EXCELLENT	GOOD	ACCEPTABLE	POOR
Regular attendance	10	8	5	0
Punctuality at career station	10	8	5	0
Ability to follow directions	10	8	5	0
Ability to learn task	10	8	5	0
Quality of effort	10	8	5	0

ATTITUDES				
Cooperation with others	10	8	5	0
Ability to take criticism	10	8	5	0
Interest in activities	10	8	5	0
Courtesy	10	8	5	0

APPEARANCE				
Appropriate dress	10	8	5	0
Appropriate grooming	10	8	5	0
Neatness	10	8	5	0

Overall performance: Excellent_____ Good_____ Acceptable_____ Poor_____

Specific suggestions for student improvement_____

_____

Business or Agency_____

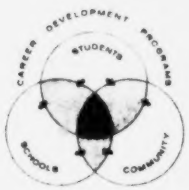
Supervisor's Signature_____ Date__/__/_____

TIME RECORD

DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
HOURS																
DATE	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
HOURS																

MONTH_____ 19___ TOTAL HOURS_____

Appendix 2.1



CAREER EXPLORATORY PROGRAM
NARRATIVE REPORT

Appendix 2.2

San Mateo Union High School District

CAREER EXPLORATORY PROGRAM

Program Evaluation Questionnaire

STUDENT

PROGRAM_____ SCHOOL_____ DATE_____

1. How did you learn of the Career Exploratory Program?

   _____Friend _____Teacher _____Counselor _____School Publicity

   Other:_____

2. Why did you decide to participate in the Career Exploratory Program?

   _____

   _____

3. Was the exploration of benefit to you? Yes_____ No_____

4. What, to you, was the most helpful or most interesting phase of the program? (Please indicate if interesting or helpful.)

   _____

   _____

5. Do you feel the time (hours each day and number of days) on the job was

   Adequate_____ Inadequate_____ Too much_____

6. Did you have a transportation problem? Yes_____ No_____

   How did you solve it? _____

   _____

7. How do you rate the supervision, instruction, and assistance you received at each career station? Good_____ Fair_____ Poor_____

   Comments:_____

   _____

8. How do you rate the supervision, instruction, and assistance you received from your teacher/coordinator? Good_____ Fair_____ Poor_____

   Comment:_____

Appendix 2.3

9. Was this program helpful to you in making future career plans?

   Yes_____ No_____

   How?_____

   _____

10. Did any of your school experiences or classes prepare you for this exploratory experience? Yes_____ No_____

    Comment:_____

    _____

11. What skills or knowledge, acquired in school, helped you the most?

    _____

    _____

    _____

12. Did your exploratory experience help you with any of your classes?

    Yes_____ No_____

    Comment:_____

    _____

13. Has your exploratory experience indicated any skills or classes you feel you need_____ you would like to have_____?

    If so, please state_____

    Please make a short statement giving your general evaluation of your experience, the program, and suggestions for improving it.

    (For example: Is the experience in the proper year? What activities would you like added or deleted from the related learning activities, etc.?)

    _____

    _____

    _____

    _____

    _____

    _____

Thank you for your help.

San Mateo Union High School District

CAREER EXPLORATORY PROGRAM

Program Evaluation Questionnaire

CAREER STATION SUPERVISOR

DATE_____

PROGRAM_____ CAREER SPONSOR_____

EVALUATOR_____ TITLE_____

1. What are the strengths of the program?

2. How might the program be improved?

3. General comments:

Appendix 2.4